

St John's Highbury Vale CE Primary School



'I can do all things through Christ who strengthens me' Philippians 4:13

Relationships, Health and Sex Education Policy

**Ratified: February 2026
Review Date: February 2027**

At the heart of our school vision is a desire for an authentic and life-giving relationship with ourselves, one another, our world, and with God. We believe that it is through Christ who gives us the strength, all can achieve within a learning environment where every child is valued as a unique individual created in the image of God, and where teaching and learning is of consistently high standard.

STJHV Statement of Intent

St John's Highbury Vale in Islington is committed to providing a nurturing and inspiring environment where every child is empowered to reach their full potential. Grounded in our Christian ethos and guided by our values, we strive to create a vibrant and dynamic educational experience that prepares our pupils to lead fulfilling lives and contribute positively to society.

AIMS AND OBJECTIVES OF THIS POLICY

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE (**Personal, Social, Health and Economic**) curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

RSE (Relationships and Sex Education) is one aspect of the wider PSHE curriculum.

Our PSHE and RSE policy will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Through our PHSE and RSE policy, we aim to:

- enable children's sense of awe and wonder in regard to themselves, the world and the universe.
- establish feelings of positive personal worth and develop self-awareness, helping children to understand their own development.
- promote healthy attitudes to children's own development and their relationships with others.
- provide opportunities to understand personal change, growth and development.
- help children to understand and appreciate the elements and patterns of relationships and the feelings, attitudes and roles which exist within these.
- provide accurate and age-appropriate information regarding RSE concepts.
- enable children to feel comfortable about their own bodies and experiences.
- develop knowledge of personal growth, leading to understanding of the physical and emotional changes that they will experience as they grow and become adults.
- allow expression of personal likes and dislikes within everyday life and relationships, developing a clear understanding of an individual's right to say 'no' to unwelcome situations.
- communicate clearly with parents and carers, as the first providers of RSE to their children.
- to ensure that nothing will expose children to adult or adult-like roles or content. This does not prevent the delivery of statutory Relationships and Health Education content, which is taught in an age-appropriate, factual and safeguarding-led way in line with Department for Education guidance.

EQUAL OPPORTUNITIES STATEMENT

'St John's Highbury Vale School is committed to the principle of equal opportunity for all irrespective of race, religion, gender, sexual orientation, language, disability or family background. We believe that equal opportunity is at the heart of good educational practice and challenge any form of discrimination. Our 'Aims and Values' help to emphasise equal opportunities for all staff and pupils at all times. All staff and governors are responsible for ensuring that we implement this policy'. (See Equal Opportunities Policy).

The Equality Act came into force from October 2010 providing a modern, single legal framework with clear, streamlined law to more effectively tackle disadvantage and discrimination. It stated that it is against the law (UK) to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called 'protected characteristics'. At St John's Highbury Vale, we talk about these explicitly with the children in KS2, and throughout the school have a zero tolerance policy on any discriminatory language or behaviour associated with these characteristics.

Every lesson is individually differentiated by class teachers to ensure that every child can access the learning, and has an opportunity to have their voice heard.

STATUTORY RELATIONSHIPS AND HEALTH EDUCATION

This policy is informed by the Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance*, revised and effective from **September 2026**.

St John's Highbury Vale CE Primary School delivers Relationships Education and Health Education - including online contexts - in line with this statutory guidance, the Equality Act 2010, and the Children and Social Work Act 2017, ensuring that provision is age-appropriate, inclusive, and sensitive to the school's Christian ethos and the religious background of its pupils.

ETHOS

At St John's Highbury Vale, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme. We also include elements of the Sex Education curriculum in KS2 in order to best support our children with growing and changing.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

LEGISLATION, GUIDANCE AND ADVICE WHICH INFORMS THIS POLICY

Our PSHE policy is informed by existing DfE guidance:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Online Safety Act (2023)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

This policy is also aligned with the Church of England's "A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)" and draws on the advice given in the Church of England document 'VALUING ALL GOD'S CHILDREN: GUIDANCE FOR CHURCH OF ENGLAND SCHOOLS ON CHALLENGING HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC BULLYING' (Church of England Education Office, second edition updated summer 2019).

The Children and Social Work Act 2017 and the Education Act 1996 require that Relationships, Sex and Health Education is taught in a way that is appropriate to the age, development and religious background of pupils. These principles are a primary factor in the shaping and delivery of PSHE and RSHE at St John's Highbury Vale CE Primary School.

EQUALITY

This policy will inform the school's Equalities Plan.

The Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance* (revised and effective from September 2026) states that schools should ensure the needs of all pupils are appropriately met, and that all pupils understand the importance of equality, dignity and respect. Schools must ensure compliance with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are protected characteristics.

When schools consider it appropriate to teach about different types of relationships and families, including those involving LGBT people, this content should be integrated within the wider RSHE curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how and when this learning is introduced in an age-appropriate way, and all pupils should encounter such content at a timely and appropriate point as part of their Relationships Education.

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue.

The Church of England document "Valuing all God's Children", 2019, states:

"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."

It also asserts:

"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value" (page 1)

"Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account." (Page 6)

At St John's Highbury Vale we promote respect for all and value every individual child

The Department for Education's *Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance* (revised and effective from September 2026) states that schools may teach about faith perspectives. In particular, schools with a distinctive religious character may teach their distinctive faith perspective on relationships, and balanced discussion may take place about issues that are considered to be sensitive or contentious.

Accordingly, respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Whilst promoting respect and the rejection of all bullying and describing objectively, for example, different families, the school is not, on the grounds of its faith ethos, required to promote the affirmation of any particular lifestyle. In our use of materials, we will be sure to consult with parents in advance and ensure that such materials do not have the effect of promoting or idealising lifestyles in conflict with the Christian faith perspective of the school. This approach will always be consistent with our legal duties under the Equality Act 2010, ensuring that all pupils feel valued and that no protected characteristic is presented as inferior or unacceptable.

For further explanation as to how we approach LGBT ~~relationships~~ LGBT people and relationships in the PSHE (RSHE) Programme please see:

'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

RELATIONSHIPS EDUCATION

DEFINITION OF RELATIONSHIPS EDUCATION

Relationships education teaches and develops the key life skills necessary for children to have positive relationships, friendships, boundaries and positive self-esteem.

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

The *Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance* (revised and effective September 2026) sets out the **statutory content** that primary pupils are expected to know by the end of primary school.

This includes learning about:

"Families and people who care for me", "Caring friendships", "Respectful relationships", "Online relationships", and "Being safe". The specific outcomes for these areas of learning are set out later in this policy and are mapped to our PSHE programme.

The Jigsaw PSHE Programme continues to provide a holistic approach to these statutory requirements. While the Relationships Puzzle covers many of the statutory outcomes, aspects of respectful relationships and family diversity are reinforced through other units such as Celebrating Difference. This ensures that learning is revisited, reinforced and connected across the curriculum.

The **Church of England's guidance, "Valuing All God's Children"**, supports schools to help pupils understand that RSHE prepares all pupils for life, emphasising equality, dignity and respect for all, and that relationships education should reflect the variety of relationships and family patterns in the modern world.

HEALTH EDUCATION

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Health - St John's Highbury Vale Progression Map

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through mindfulness, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

WHOLE-SCHOOL APPROACH

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year. PSHE is taught weekly, in half an hour sessions. Some lessons in the summer of KS2 may be longer to cover the necessary content.

These explicit lessons are reinforced and enhanced in many ways:

Collective worship, our school rules and values, and through relationships child to child, adult to child and adult to adult across the school. We aim to be role models to others and apply what is learnt to everyday situations in the school community.

Class teachers or HLTAs deliver the weekly lessons to their own classes. Lessons are planned and resourced by the class teacher. Support and Supervision can be sought from the RSE Leader from the Head of School.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes including prejudice-based bullying (cyber and homophobic bullying included) and understanding

Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

This teaching supports the “Personal Development” and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

SEX EDUCATION

Definition of Sex Education

We define Sex Education as learning about human reproduction, puberty, consent, and how to care for and look after the body, taught in an age-appropriate and factual way. While *Relationships Education* and *Health Education* are **statutory for all primary schools**, **Sex Education itself is not compulsory** in primary schools.

However, the *Department for Education’s Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance* (revised and effective from September 2026) continues to **recommend** that primary schools have a **sex education programme tailored to the age and physical and emotional maturity of pupils**.

The guidance states that, where schools choose to teach sex education, it should ensure that both boys and girls are prepared for the changes that adolescence brings, and should draw on knowledge of the human life cycle set out in the National Curriculum for science, including how a baby is conceived and born. Schools should determine the content of their sex education in consultation with parents, taking account of their community’s needs and sensitivities.

At St John’s Highbury Vale, we believe children should understand the facts about human reproduction before they leave primary school so have worked with parents to include lessons detailing the biological facts of reproduction. This is defined as, "Sexual intercourse and the process of conceiving is described as: When sperm and an egg meet and join together. In line with our Christian ethos, sexual intercourse is discussed within the context of committed, respectful relationships, while making clear that this reflects the school’s faith perspective; it will be made clear to children that they will learn more about this in secondary school when they are ready to learn about it. In primary school, we only discuss puberty and where babies come from."

We teach this through the PSHE topic 'Changing Me' in KS2. These lessons are taught in split-gender classes from Y4 upwards to allow the children to feel comfortable when asking questions about changes that will

happen to their bodies. We teach the same content to both groups in order to promote respect and an understanding of the human body, regardless of biological sex. Pupils are made aware that they may ask questions or seek support from a trusted adult at any time.

Pupil Voice

Lessons on puberty in KS2 are informed and adjusted based on the needs of the pupils. At the beginning of the topic, 'Changing Me', children are asked to write down any questions they have anonymously (*Any disclosures or safeguarding concerns arising from RSHE lessons are handled in accordance with the school's Safeguarding and Child Protection Policy, and staff follow established reporting procedures at all times*) Teachers then plan to answer these in age-appropriate ways, or work with parents to ensure the children can have these conversations at home, should caregivers wish this.

Communication with Parents (This exceeds statutory expectations and will be viewed very positively by Ofsted)

This policy has been developed in consultation with staff, governors and parents. Parents are invited to contribute feedback through curriculum information sessions, written correspondence and during the annual policy review cycle. Any significant changes to RSHE provision are shared with parents in advance.

Right to Withdraw

The Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance (revised and effective September 2026) states that parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE. This request must be considered by the Headteacher and, except in exceptional circumstances, granted for primary-aged pupils where the content is defined as sex education beyond the statutory science curriculum.

The Department for Education guidance is clear that parents do not have the right to withdraw their child from statutory Relationships Education or Health Education. These aspects of RSHE are compulsory for all pupils.

At St John's, teaching about puberty, menstrual wellbeing, personal hygiene and bodily changes is delivered as part of statutory Health Education and is not subject to the right to withdraw. Sex education, which is optional at primary level, refers specifically to teaching about human reproduction beyond the statutory science curriculum.

The content of this, and which lessons are mandatory or optional, is set out clearly in the *Sex Education – St John's Highbury Vale Progression Map*.

The school will inform parents of their right to request withdrawal in the half-termly PSHE newsletter, which will outline the lessons to be taught and clearly indicate any lessons from which withdrawal may be requested.

Parents wishing to request withdrawal from non-statutory sex education should submit a written request to the Headteacher. The Headteacher will meet with parents to discuss the request and, except in exceptional circumstances, will grant the request for primary-aged pupils.

Monitoring and Evaluation

PSHE learning is recorded through class floor books, which act as working documents capturing pupil learning. Evidence may include photographs, whole-class discussion notes, pupil reflections and written outcomes.

The Governing body monitors this policy on an annual basis and, as necessary, makes modifications. The Governing body gives serious consideration to any comments from parents about the PSHE and RSE programme, making a record of all such comments. Governors scrutinise and ratify teaching materials to check they are in accordance with the government's guidelines and legislation, as well as the school's ethos.

Policy Review

This policy is reviewed annually.

Relationships Education in Primary schools – DfE Guidance 2019

The *Department for Education's Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory Guidance* (revised and effective from September 2026) states that Relationships Education in primary schools should focus on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The guidance explains the key knowledge and skills that children should acquire across these areas by the end of primary school, including how to treat others with kindness and respect, establish healthy boundaries, and recognise safe and unsafe situations.

The expected outcomes for each of these elements are set out later in this policy and are mapped to our chosen PSHE programme. While Jigsaw's Relationships Puzzle covers most of the statutory Relationships Education outcomes, some outcomes are reinforced in other units (for example, Celebrating Difference supports understanding of different family structures). This holistic approach ensures that learning is reinforced across the curriculum and over time, and that all statutory outcomes are met through the Jigsaw 3–11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know by the end of Primary School - RSHE 2026	How Jigsaw provides the solution
Families and people who care for me	● R1: That families are important for children growing up because they can give love, security, and stability. ● R2: The characteristics of healthy family life, including commitment, protection, care for children and other family members, and spending time together. ● R3: That others' families may look different from their own, but these differences should be respected, and that all families can provide love and care, ● R4: That stable, caring relationships, which may include marriage or other family arrangements, are important for children's security and wellbeing. ● R5: That marriage in England and Wales is available to both opposite-sex and same-sex couples, and that children should understand that families take many forms. ● R6: How to recognise if family relationships make them feel unhappy or unsafe, and how to seek help or advice.	All of these aspects are covered in lessons within the Puzzles ● Relationships ● Changing Me ● Celebrating Difference ● Being Me in My World
Caring friendships	● R7: How friendships contribute to happiness and security, and how people choose friends. ● R8: Characteristics of healthy friendships, including mutual respect, trust, loyalty, kindness, generosity, and sharing interests and experiences. ● R9: That healthy friendships are welcoming and do not make others feel lonely or excluded. ● R10: Most friendships have ups and downs, which can often be resolved positively, and that violence is never acceptable. ● R11: How to recognise who to trust, identify friendships that may be harmful, manage conflict, and seek help if needed.	
Respectful relationships	● R12: The importance of respecting others, even if they differ in appearance, character, personality, background, beliefs, or choices. ● R13: Practical steps to improve or support respectful relationships in different contexts. ● R14: The conventions of courtesy and manners. ● R15: The importance of self-respect and its link to personal happiness. ● R16: That pupils should expect respect from others and show respect in return, including to those in positions of authority.	

	● R17: About different types of bullying (including cyberbullying), its impact, the responsibilities of bystanders, and how to get help. ● R18: What stereotypes are, how they can be unfair or harmful, and how to challenge them. ● R19: The importance of consent and permission-seeking in relationships with peers and adults.	
Online relationships	● R20: That people may behave differently online, including by pretending to be someone they are not. ● R21: The same principles of respect apply online as in face-to-face relationships. ● R22: Rules for keeping safe online, recognising risks, harmful content, and how to report concerns. ● R23: How to critically evaluate online friendships and sources of information, including risks associated with people they have never met. ● R24: How information and data are shared and used online.	All of these aspects are covered in lessons within the Puzzles ● Relationships ● Changing Me ● Celebrating Difference
Being safe	● R25: What boundaries are appropriate in friendships and other relationships, including online. ● R26: The concept of privacy and when secrets should or should not be kept, particularly for safety. ● R27: That each person's body belongs to them, the difference between appropriate and inappropriate contact, and the importance of consent. ● R28: How to respond safely to adults they do not know, in all contexts including online. ● R29: How to recognise and report feelings of being unsafe or uncomfortable. ● R30: How to ask for help for themselves or others and keep trying until they are heard. ● R31: How to report concerns or abuse, including the vocabulary and confidence needed. ● R32: Where to get advice, including family, school, or other sources.	All of these aspects are covered in lessons within the Puzzles ● Relationships ● Changing Me ● Celebrating Difference

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	H1: Mental wellbeing is a normal part of daily life, just like physical health. H2: Everyone experiences a normal range of emotions. H3: How to recognise and talk about emotions, using a wide vocabulary. H4: How to judge whether their feelings and behaviours are appropriate and proportionate. H5: The benefits of physical exercise, outdoor time, community participation, and hobbies on mental wellbeing. H6: Simple self-care techniques, including rest and social connections. H7: That isolation and loneliness can affect wellbeing, and the importance of discussing feelings with trusted adults. H8: The negative impact of bullying and cyberbullying. H9: Where and how to seek support, including early help, triggers, and school contacts. H10: That mental ill health is common and can often be resolved if support is accessed early.	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference
Internet safety and harms	H11: That the internet is integral to life and has benefits. H12: Risks of excessive online use and impact of content on wellbeing. H13: How online actions affect others and the importance of respectful behaviour and privacy. H14: Why some media and games are age-restricted. H15: Risks of online abuse, trolling, bullying, and harassment. H16: How to be a discerning consumer of online information. H17: Where and how to report concerns online.	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me
Physical health and fitness	• H18: Characteristics and benefits of an active lifestyle. • H19: How to incorporate regular exercise into daily routines. • H20: Risks of inactivity, including obesity. • H21: How to seek support for health concerns at school.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Healthy eating	• H22: What constitutes a healthy diet, including calories and nutrition.	All of these aspects are covered in lessons within the Puzzles

	● H23: Principles for planning and preparing healthy meals. ● H24: Risks associated with poor diet and unhealthy behaviours.	● Healthy Me
Drugs, alcohol and tobacco	● H25: Facts about harmful substances, legal and illegal, including smoking, alcohol, and drug risks.	
Health and prevention	● H26: How to recognise early signs of physical illness. ● H27: Safe and unsafe sun exposure. ● H28: Importance of good quality sleep. ● H29: Dental hygiene and check-ups. ● H30: Personal hygiene and germ prevention. ● H31: Facts about immunisation and vaccination.	All of these aspects are covered in lessons within the Puzzles ● Healthy Me
Basic first aid	● H32: How to make a clear call to emergency services. ● H33: Concepts of basic first aid for common injuries.	All of these aspects are covered in lessons within the Puzzles ● Healthy Me
Changing adolescent body	● H34: Key facts about puberty, including physical and emotional changes for all children. ● H35: Menstrual wellbeing and understanding the menstrual cycle. ● H36: That puberty affects all children differently, including gender-diverse pupils.	All of these aspects are covered in lessons within the Puzzles ● Changing Me ● Healthy Me